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ABSTRACT

The Los Rios Community College (LRCC) District conducted student follow-up surveys annually from 1984 through 1987 and biennially since then. These surveys are designed to determine the educational goals of the students, current employment and/or educational status, and whether LRCC's offerings had met their individual needs. Each survey population included all graduates and certificate earners plus a cohort of nongraduates selected on the basis of Vocational Education Data System guidelines. The spring 1991 survey was mailed to 5,744 former students, and responses were returned by 2,541. Respondents included 1,087 students whose goal was primarily to earn university transfer credit, 649 occupational preparation students, 324 occupational retraining students, and 481 personal interest students. Study findings included the following: (1) almost 69% of the students who enrolled to earn transfer credit had transferred to a university by the time of the survey, and almost 68% of this group were employed; (2) among the respondents who had enrolled to prepare for a new job, more than 84% were employed, and 76% of the employed respondents who provided employment data were working in jobs related to their community college training; (3) of the group who had enrolled to improve existing job skills, more than 53% had earned an associate degree or certificate; and (4) among the respondents who had enrolled for personal interest reasons, more than 15% had re-enrolled in a community college, 16% had transferred to a four-year college, and 66% earned an associate degree or certificate. This collection of materials includes a narrative summary of the 1991 survey results, graphs showing 6-year trends (1984-1991), a discussion of the uses made of the data, and a newsletter reviewing follow-up findings between 1984 and 1991. (JSP)

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MEASURES OF PROGRESS:

STUDENT FOLLOW-UP, SPRING 1991

With Selected Trends

1984-1991

By
Beth S. Lee

Los Rios Community College District

Office of Planning and Research

April 1992

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SACRAMENTO CITY COLLEGE AMERICAN RIVER COLLEGE COSUMNES RIVER COLLEGE

MEASURES OF PROGRESS:
SPRING 1991 STUDENT FOLLOW-UP SURVEY

EXECUTIVE SUMMARY

In Spring 1991 the Los Rios Community College District surveyed 5,744 former students who had attended one of the district's three colleges (American River College, Cosumnes River College, or Sacramento City College) during the 1988-89 or 1989-90 academic years. Questionnaires were sent to all graduates and certificate earners (including summer session awards) and to certain nongraduate/nonreturning students identified using Vocational Education Data System (VEDS) guidelines. The survey was designed to answer such questions as:

- What happens to our students after they leave their Los Rios colleges? Were their educational goals completed? If not, why did they leave?
- Are they employed? Where are they working, and how much do they earn? Are they working in fields related to their college programs? Do they feel well prepared for employment?
- What is their educational status? Are they continuing their education elsewhere? Do they feel well prepared to do so?
- Did the programs and services offered by the colleges meet their individual needs? Do they plan to return to Los Rios in the future?

Data from 2,541 responses (an adjusted response rate of 50.1%) were analyzed to provide answers to these and other questions of interest in educational planning. Survey results are reported for four groups of respondents, based on their stated educational goal:

- **University Transfer Students**--those who enrolled primarily to earn university transfer credit (1,087 respondents, or 42.8% of the total). Of this group, 34.7% were male and 65.3% were female; 32.8% were ethnic minorities; their average age was 28.6 years.
- **Occupational Preparation Students**--those who enrolled primarily to prepare for a new job (649 respondents, or 25.5% of the total). Of these, 36.5% were male and 63.5% were female; 24.5% were ethnic minorities; the group's average age was 35.0 years.
- **Occupational Retraining Students**--those who enrolled primarily to improve existing job skills (324, or 12.8% of the total). Of this group, 48.5% were male and 51.5% were female; 25.3% were ethnic minorities; the average age was 39.1 years.
- **Personal Interest Students**--those who enrolled for personal or other undefined reasons (481 or 18.9%). Of these, 39.9% were male and 60.1% were female; 29.0% were ethnic minorities; their average age was 36.8 years.

For selected occupational programs at Cosumnes River College, the survey also included a supplemental skills-specific questionnaire adapted from one developed for the California Statewide Student Follow-up System (SSFS). The completed questionnaires were forwarded to the Occupational Education dean at CRC for use by the respective departments.

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Analysis of the survey responses revealed distinct differences among the four response groups with respect to employment and educational patterns, as well as marked similarities when rating college courses, services, and general satisfaction with their educational experience. Some of the more important findings of the study are discussed below.

Of the 1,087 (42.8%) who had enrolled primarily to earn university transfer credit,

- Almost 69% had transferred to a four-year university by the time of the survey (56% to CSU, 8% to UC, and 4.5% to a California private institution or an out-of-state school); 9% were still attending a community college (primarily in Los Rios); and another 8% had reenrolled but did not identify their college; 14.5% had not continued their education.

- Almost 68% were employed at the time of the survey; 24% were not working and not seeking work, and 8% were seeking employment.

- More than 92% had completed an associate degree or certificate at their Los Rios college (almost 78% in general education/liberal arts majors and approximately 15% in occupational majors).

- **Of the 630 university transfer students who provided employment data,** more than 92% were working in the Sacramento Valley area; 55% were working full-time, and 59% were employed in jobs not related to their community college courses. Average pay of those working full-time was $2025 per month; part-time employees averaged $8.01 per hour.

- At the community college, 34% had majored in general education/liberal arts, 17% in business, 14% in social or behavioral sciences, and 12% in the physical sciences. **Among those who transferred to a four-year school** (745 individuals), 24% were majoring in business, 18.4% in social/behavioral sciences, and 13.5% in education/physical education; no other major field attracted as many as 7% of these transfers. A large majority (77%) were full-time students; 43% were juniors, 51% were seniors, and 5% were graduate students.

Among the 649 (25.5%) respondents who had enrolled primarily to prepare for a new job,

- More than 84% were employed at the time of the survey; almost 9% were not working and not seeking work, and 6.8% were actively seeking employment.

- **Among the 503 occupational preparation respondents who provided employment data**, the number employed in jobs related to their community college training increased from 201 (40%) prior to enrolling, to 384 (76%) after completing their Los Rios courses. Ninety-three percent were working in the Sacramento Valley area and almost 79% were employed full-time. Average pay for full-time employees was $2367 per month; for those working part-time, $14.45 per hour.

- More than 73% had completed a degree or certificate at their Los Rios college (60% in occupational programs; 13% in general education/liberal arts). Almost 19% had reenrolled at a community college (primarily in Los Rios) and 8% had transferred to a four-year institution; another 11% had continued their education but did not identify their school.

- At the community college, 26% had majored in business fields, 26% in occupational technologies, and 19% in allied health fields. The 120 respondents who had reenrolled at a community college by the time of the survey continued to pursue these interests. **Of those who transferred to a four-year school** (54 individuals), 15% were majoring in business and another 15% in social or behavioral sciences, while 13.5% majored in allied health fields. Almost 66% were attending full-time; 45% were juniors, 45% were seniors, and 5% were graduate students.

Of the 324 individuals (12.8%) who had enrolled primarily to improve existing job skills,

- More than 90% were employed at the time of the survey; almost 4% were not working and not seeking work; and 4.6% were actively seeking employment.

- **Among those who provided employment data** (271 of this response group), the number employed in a field related to their community college training increased from 211 (78%) before enrolling, to 224 (83%) after attending a Los Rios college. More than 95% were working in the Sacramento Valley area and more than 88% were employed full-time. Average pay for those working full-time was $2656 per month; part-time employees averaged $13.89 per hour.

- More than 53% had earned an associate degree or certificate at their Los Rios college (46% in occupational programs; 7% in general education/liberal arts). More than 14% had reenrolled at a community college (primarily in Los Rios); 6% had transferred to a four-year institution; and 8% had continued their education but did not identify their school.

- At the community college, 35.5% had majored in business and 35% in occupational technologies. Of the 46 individuals who had reenrolled in a community college by the time of the survey, 37% were in business, 29% in occupational technologies, and 17% in education/physical education. Nineteen persons in this response group had transferred to a four-year university.

Of the 481 respondents (18.9%) who reported they enrolled primarily for personal interest reasons,

- Almost 66% had earned an associate degree or certificate at their Los Rios college (33% in general education/liberal arts and 32% in occupational programs).

- More than 15% had reenrolled in a community college (primarily in Los Rios); 16% had transferred to a four-year college or university; and 12% indicated they had continued their education but did not identify their school.

- At their community college, 29% had majored in business and 17% in occupational technologies. **Of those who had transferred to a four-year institution** (77 individuals), 23% were majoring in social or behavioral sciences, 16% in education or physical education, and 13.5% in business. Almost 68% were attending full-time; 48% were juniors, 31% were seniors and 18% were graduate students.

- At the time of the survey 74% were employed; 18% were not employed and not seeking employment, and 6.2% were actively seeking work.

- **Of the 317 personal interest respondents who provided information on their employment**, 95% were working in the Sacramento Valley area; 76.5% were employed full-time, and 53% worked in an area related to their community college courses. Average pay for full-time employment was $2435 per month; part-time employees averaged $11.92 per hour.

Survey respondents gave high ratings to the courses they had completed in their major field and college services they had used, as well as to their educational experience in general. On a 5-point scale (where 5 = the highest rating),

- Satisfaction with their college experience in general was rated 4.3 overall and 4.2 or above by all groups.

- Among course characteristics, quality of instruction and instructor interest received average ratings of 4.3 from all respondents, and all course characteristics were rated 3.8 or above.

- Library services, learning center/labs, health center services and veterans services received average ratings of 4.0 or above; all services received overall ratings of 3.4 or above.

- Preparation for continuing education was rated 4.2 by all respondents and by the university transfer group; personal interest respondents rated it 4.0 and job-oriented groups, 3.9.

- College training in relation to its usefulness in job performance received an average rating of 4.2 by all respondents, with those who enrolled to prepare for a new job giving an average rating of 4.3.

A **"second look" at nonreturning nongraduates** (regardless of educational goal) revealed that:

- Among the 576 nongraduate respondents (22.7% of the total), 15% had enrolled to earn university transfer credit, 30% to prepare for a new job, 26% for job retraining, and 29% for personal/other reasons.

- The average age of these students was 38 years; 46.4% were male and 53.6 were female; and 22.9% were ethnic minorities.

- As a whole, these respondents gave high ratings to various aspects of their college experience: Satisfaction with educational experience was rated 4.2; value of education as preparation for transfer, 4.1; and usefulness of training in performance of job, 3.9.

- Almost 82% were employed at the time of the survey; 12% were not in the labor market, while 5.4% were unemployed and actively seeking work. Almost 41% had reenrolled in some educational institution by the time of the survey: 12% had transferred to a four-year college/university, 19% had reenrolled at a community college, and 10% were attending but did not identify their school.

When asked their primary reasons for not reenrolling,

- More than 53% of all respondents indicated they had completed their desired program or courses and 14.5% marked "transferred to another college."

- Fifteen percent of all respondents cited personal/family or "other" undefined reasons.

- Almost 8% checked job-related reasons ("job hours conflict with school" = 5%; "found or seeking employment" = 3%). Another 3% had moved from the area or had transportation problems.

- Inadequate course availability was checked by 5% of respondents; other reasons over which the colleges might have some degree of control (grade problems, dissatisfaction with instruction and/or course content) combined accounted for less than 1%, and only 0.3% indicated college was too expensive.

Other highlights:

- More than 88% of employed respondents indicated their courses had helped them obtain a job or to perform/advance in their occupational area.

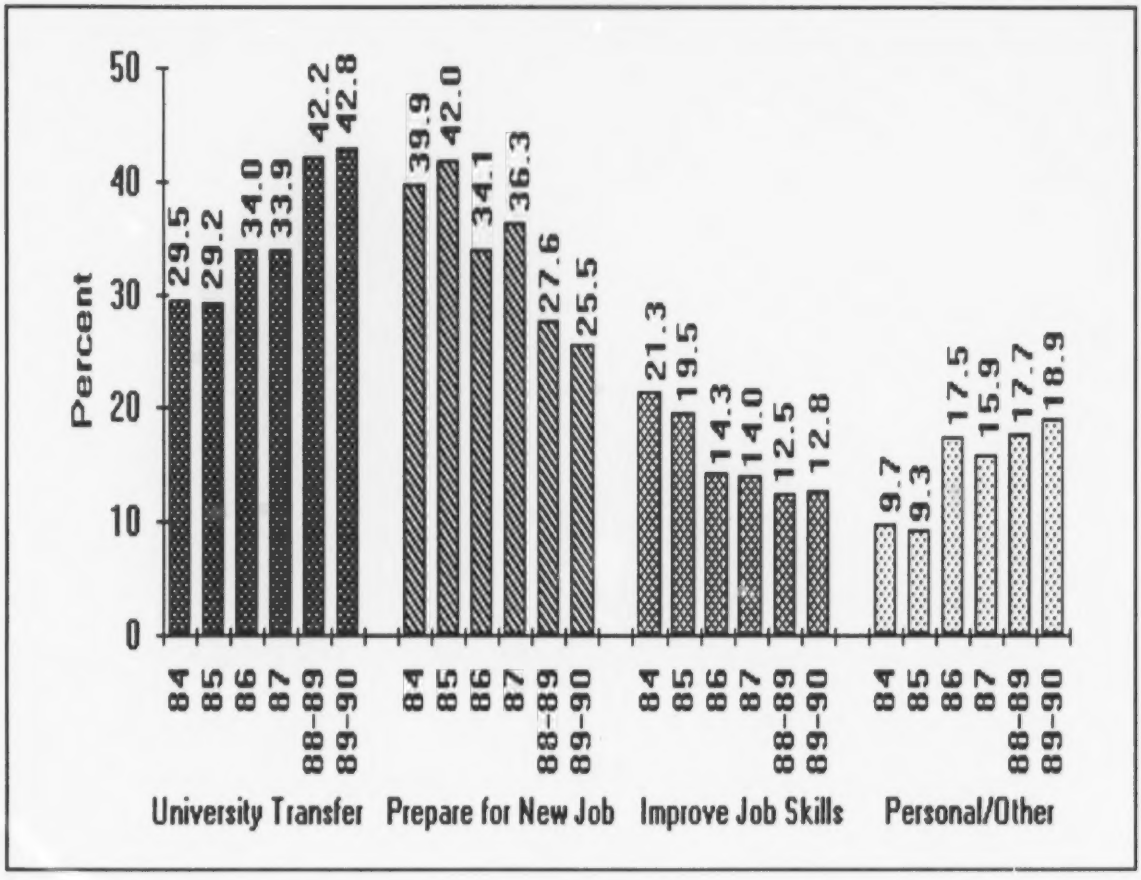
- More than 77% of all respondents indicated their community college courses would be of direct benefit in their careers, and 19% reported they would be of indirect benefit.

- Almost two-thirds of all those responding reported they planned to return to the same college to take additional courses at some time in the future.

Los Rios District
Student Follow-Up

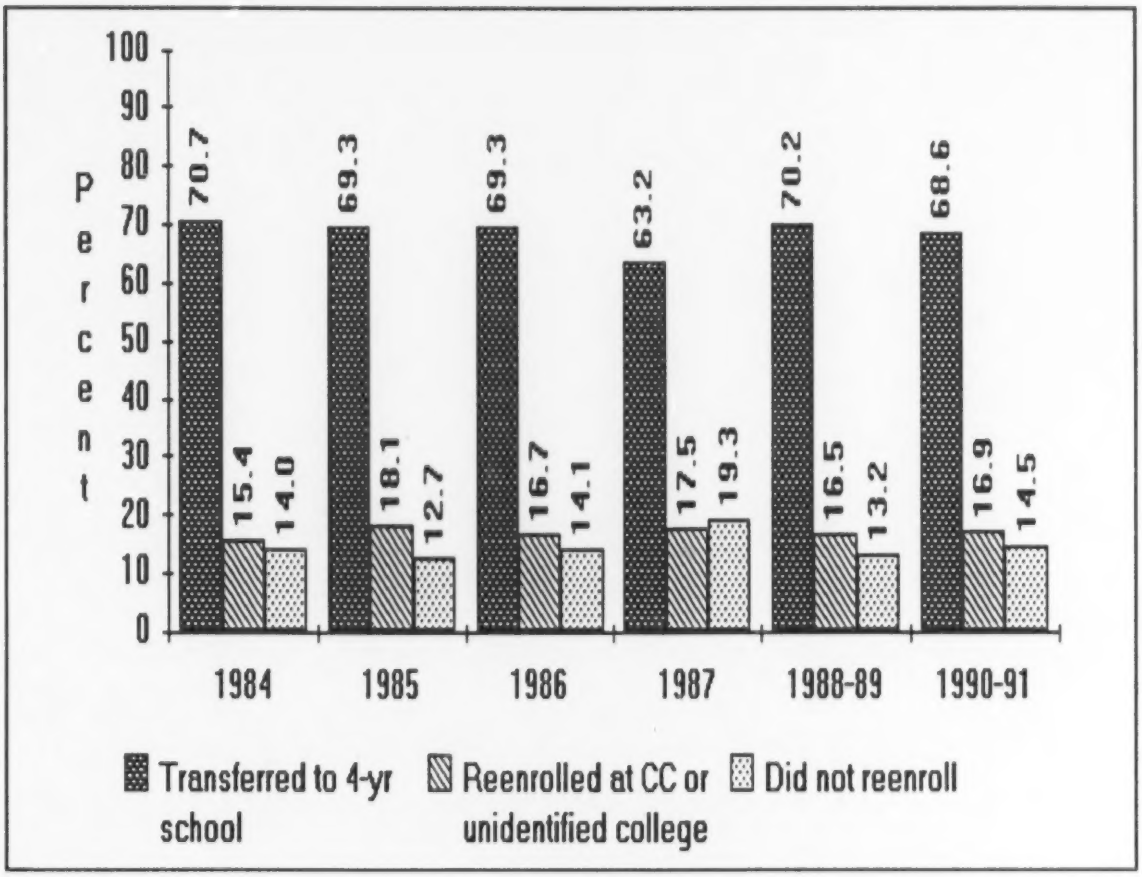
- Surveys all degree and certificate earners from all three colleges
- Surveys sample of nonreturning students
- Total students responding from 1984-1991 = 12,427
- Total surveyed = 27,795; response rate = 50%

Primary Educational Goal
While Attending a Los Rios College
(All Respondents)



- **University Transfer: almost 43% in 1991, up from 29% in 1984.**
- **Occupational Preparation: 25.5% in 1991, down from 40% in 1984.**
- **Occupational Retraining: 13% in 1991; was 21% in 1984.**
- **Personal Interest: 19% in 1991; 10% in 1984.**

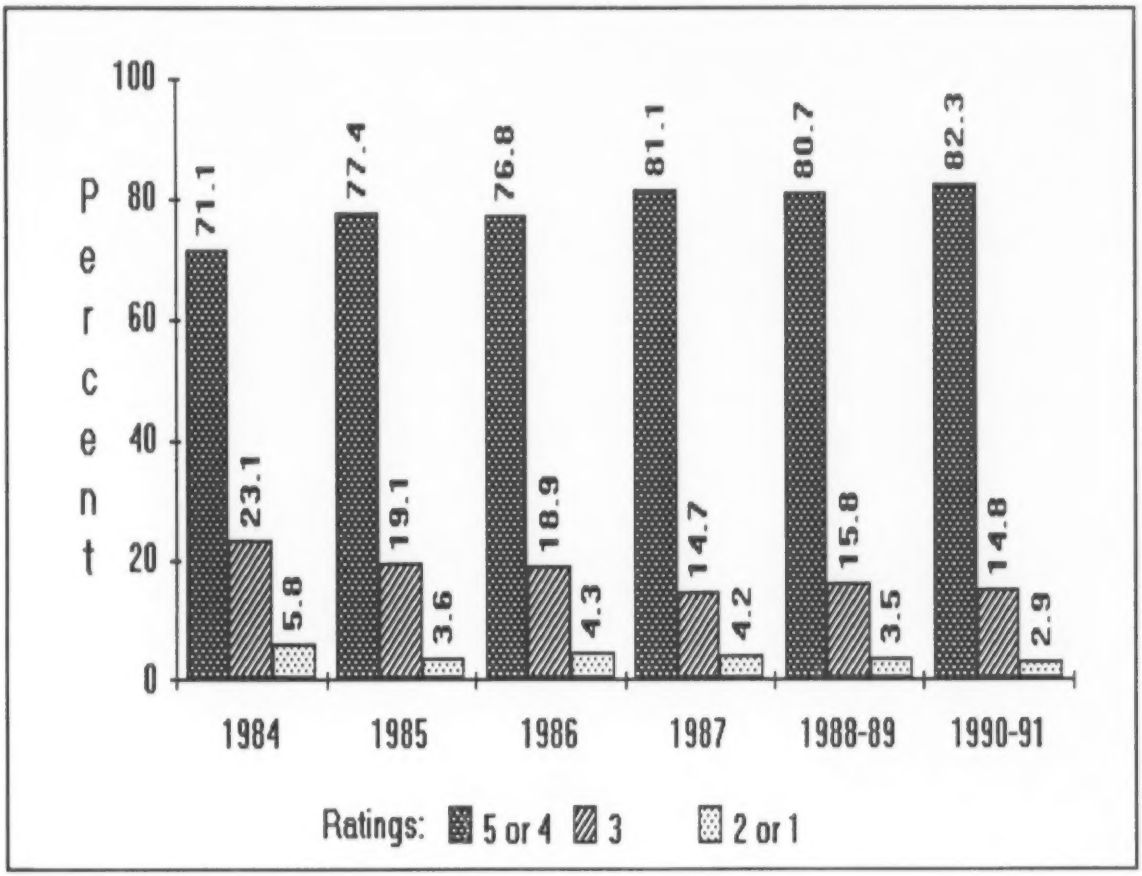
Educational Status
(Student Goal = University Transfer)



- **Almost 43% of 1991 respondents (29% in 1984) had this goal.**
- **Overall, approximately 70% of those with a University Transfer goal had enrolled at a four-year university by the time they were surveyed (approximately one year after leaving Los Rios).**
- **Another 17% were still attending college when surveyed: 9% at a community college; 8% a school not identfied.**
- **Only about 13% of those whose goal was University Transfer had not continued their education beyond Los Rios.**

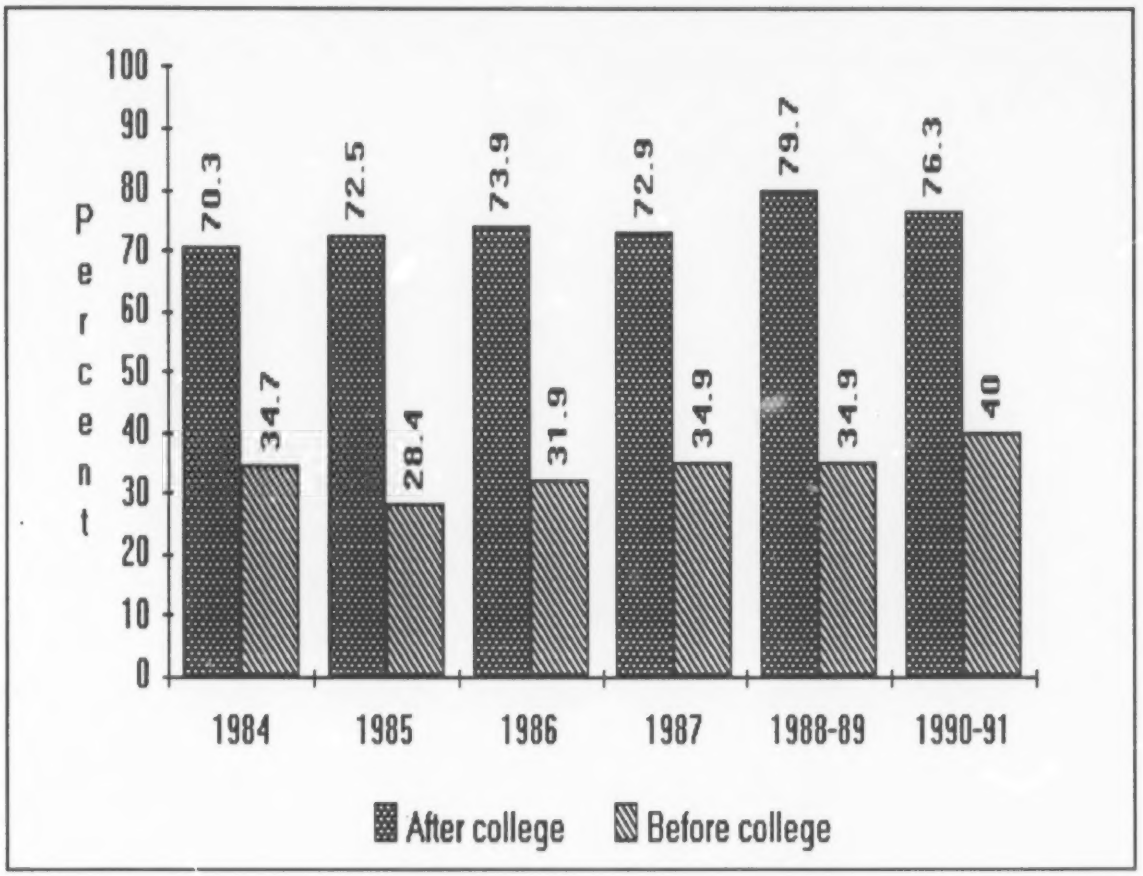
Rating of Community College Courses as Preparation for Continuing Education (Transfers to Four-Year Schools)

(Ratings: 1 = Low . . . 5 = High)



- **Ratings given by all who had transferred to a four-year university (regardless of educational goal) are shown above.**
- **In 1991, 83% rated their Los Rios education as above average (ratings of 4 or 5).**
- **In 1984, 71% gave ratings of 4 or 5.**

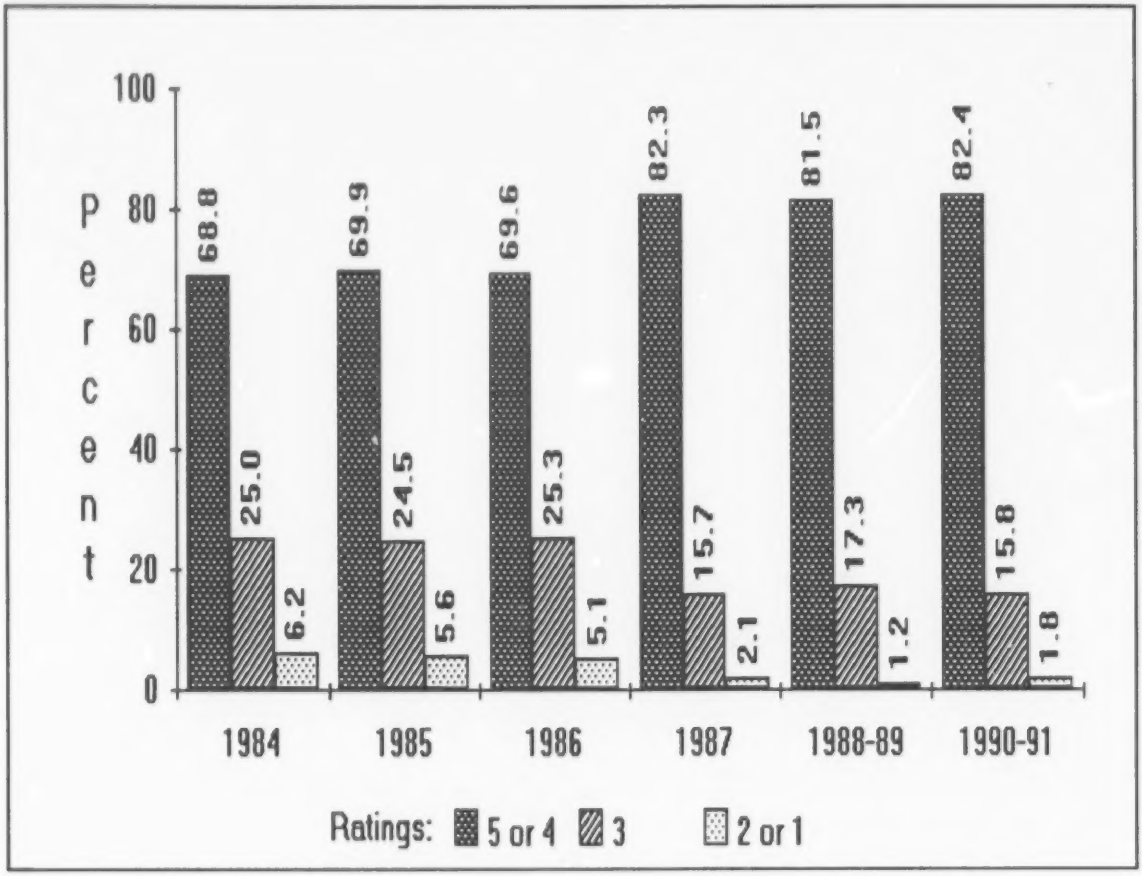
Employed in Related Field
(Occupational Preparation Students)



- **Around 75% of those whose goal was Occupational Preparation were working in a field related to their Los Rios training.**
- **Only about one-third of these students had been employed in that field before enrolling in a Los Rios college.**
- **In addition,**
  - **56% reported their college training helped them get a job;**
  - **35% said it helped them perform their job; and**
  - **35% said it helped them advance in their careers.**

Rating of Training as to Its Usefulness on the Job (Respondents Employed in Related Field)

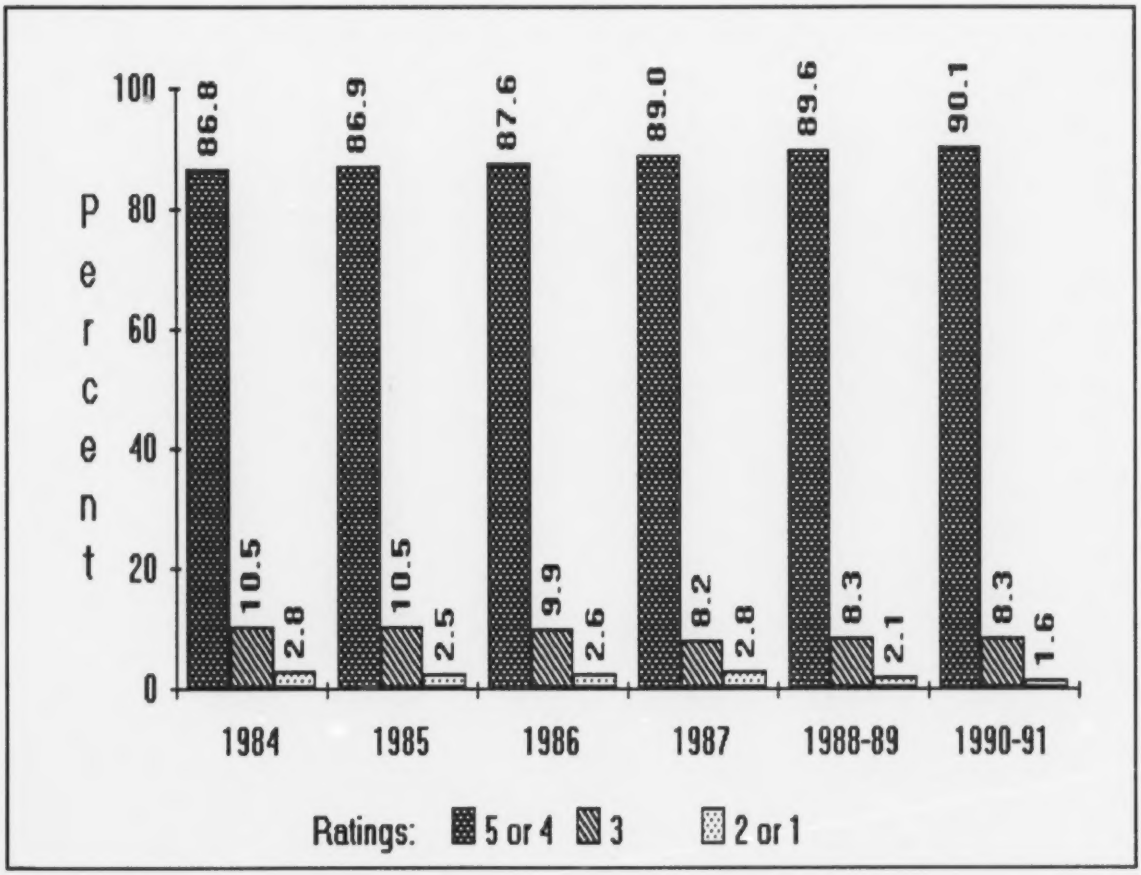
(Ratings: 1 = Low . . . 5 = High)



- **Ratings shown above are from all respondents working in a field related to their college training (regardless of educational goal).**
- **Ratings showed consistent improvement over the eight-year period.**
- **In each survey since 1987, 82% or more have rated their Los Rios training as above average (ratings of 4 or 5).**
- **In 1984 through 1986, 69% gave ratings of 4 or 5.**

Rating of Satisfaction With Educational Experience (All Respondents)

(Ratings: 1 = Low . . . 5 = High)



- **Satisfaction was high in all the surveys.**
- **90% gave highest ratings (4 or 5) in 1991.**
- **87% gave highest ratings (4 or 5) in 1984.**
- **High ratings were also given to courses completed in major field of study and college services used (not shown here).**

STUDENT FOLLOW-UP DATA USES: KEY TO ACCOUNTABILITY

Federal/State Compliance → STUDENT SUCCESS
Federal/State Compliance → PROGRAM EFFECTIVENESS

- Critical element in developing Accountability/Evaluation system for vocational education students
- Documents student/program outcomes
- Often cited in State Legislature, with DOF, CPEC, CCC

Public Interest → COMMUNITY GROUPS
Public Interest → PRESS

- Data for Chancellor, Board member presentations to community /constituents
- District/college publications
- Statewide, national model

STUDENT FOLLOW-UP DATA USES: KEY TO ACCOUNTABILITY

Program/Service Outcomes → STUDENTS, FACULTY

- Numbers, salaries of former students employed in related field
- Student opinions on quality of instruction for transfer, jobs
- Student evaluations of services used
- Career Path—Directed Placement Program (ARC):
  identifies programs with 75% of former students employed in field related to training
- Used in curriculum development, program review

Business Community → ADVISORY COMMITTEES, DONATIONS

- Help Advisory Committees understand programs, make judgements
- Intel donated $3,000 to CRC for electronics equipment purchase
- Provided evidence of need for industry linkage and new equipment for CRC's Automotive Program
- Community meetings/forums (e.g., visit to SCC by Chamber of Commerce's Leadership Sacramento)

Accreditation → SELF-STUDY, TEAM VISITS

- Documents outcomes for transfer, vocational and non-returning students
- Recommendation for major revision in CRC's Medical Assisting Curriculum
- Accreditation teams used data to evaluate CRC's Animal Health Technology and Health Information Technology programs

MEASURES OF PROGRESS: STUDENT FOLLOW-UP

USES OF THE DATA

In response to a request from Board Member Claude Farinha, Deans of Occupational Education at the colleges were asked to describe ways in which data from the biennial student follow-up study are used. Their responses are summarized below.

Joe Howard, ARC Dean of Instruction, stated that the information is used in a variety of ways. It is given to the instructional area deans who then share it with the program faculty for informational and planning purposes. In addition,

1) It is used in a more formal sense as a key element in ARC's program review process. As a part of this process, each two-year vocational program must:

   A) Review and comment upon the student follow-up survey's most recent findings regarding the program.

   B) Cite evidence that program completers or near completers are successful on the job, plus information on salaries. (Such data are included in *the Measures of Progress* reports).

3) It is used to determine program eligibility for the ARC CareerPath–Directed Placement Programs: only those ARC vocational programs that successfully place at least 75% of their graduates (as reported in the most recent Student Follow-up Survey) are a part of CareerPath. (Brochure attached).

Gert Tipton, CRC Dean of Instruction and Occupational Education, stated that the follow-up results are used in a variety of ways by faculty and staff. All advisory committees receive information based upon student follow-up data. Specific uses by program have included:

1) Automotive: Major component in program review. Evidence of need for industry linkage, new equipment, and computerization was gathered from data supplied by survey responders.

2) Animal Health Technology: Accreditation team utilized information provided in student follow-up.

3) Medical Assisting: A significant component in the accreditation process. Major curriculum revision was recommended as a result of information provided.

4) Electronics: Data collected was shared with advisory committee members. This resulted in a donation to the program of $3000 from Intel, for purchase of equipment.

5) Health Information Technology: A component in the accreditation process.

Norval Wellsfry, SCC Dean of Instruction/Occupational Education, stated that "the results of the student follow-up analysis are critical to us at the college."

1) The data are important to our internal analysis and external information systems.

2) Follow-up information will be a very critical element in the Accountability/Evaluation system being developed under Perkins II.

3) The results are integral to our Program Review process. Each department undergoing program review is provided with the most recent copy of the student follow-up analysis for their program and for the College and District as a whole. This analysis is considered along with other input in the review process.

4) The analysis is shared with programs at other times as appropriate for use in their curriculum and program development, and is used in conjunction with the advisory committee process so that members are aware of the results of the program and can make more informed judgments.

5) The data are shared during various community meetings and forums (e.g., Chamber of Commerce's Leadership Sacramento group heard appropriate summary data when they visited SCC recently).

In addition to these responses from the colleges, other uses of follow-up data include the following:

1) Information for district/college publications: e.g., ***Los Rios at a Glance*** brochure (sample attached).

2) Quick answers to questions from the media, other educational institutions, Legislative committees, etc.

3) Information upon request for Board members and others for presentations to various constituencies.

Los Rios Community College District Office of Planning and Research

MEASURES OF PROGRESS: STUDENT FOLLOW-UP, 1984-1991

The educational goals of students in the Los Rios Community College District have changed dramatically during the past eight years: interest in transferring to a university has increased considerably, while interest in occupational education has shown a substantial decline. Whether these changes were due to tuition increases at California's two university systems, or to a greater recognition by students of the value of a baccalaureate degree, the trend is unmistakable: the proportions of students declaring university transfer as their goal increased steadily from 29% in 1984 to 43% in 1991, while those enrolling for occupational reasons dropped from 61% to 38.5% during the same time period. Regardless of educational goal, however, students continued to express ever higher levels of satisfaction with their college experiences.

These are some of the trends identified through an analysis of responses from former students of the district's three colleges--American River, Cosumnes River, and Sacramento City--in a series of follow-up studies since 1984. The most recent study, ***Measures of Progress: Spring 1991 Student Follow-up***, confirmed trends noted in earlier studies.

Background

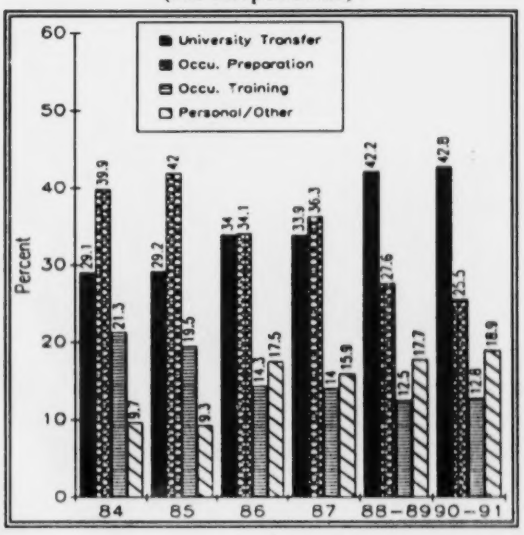
Student follow-up has long been a high priority of the Los Rios Community College District. Following a pilot effort in 1983, the district conducted follow-up surveys annually from 1984 through 1987, and biennially since that time. Each survey population included all graduates and certificate earners plus a cohort of nongraduates selected on the basis of Vocational Education Data System (VEDS) guidelines (students who had completed at least one advanced occupational course during their last two semesters of attendance). Results were reported on the basis of the students' primary educational goals: University Transfer, Occupational Preparation, Occupational Retraining, and Personal Interest.

With an overall adjusted response rate of approximately 50%, the district's database now contains responses from almost 12,500 former students over an eight-year period. This report discusses some of the more important findings from these studies and examines trends which have developed since 1984.

Educational Goals

The chart below displays the primary educational goals cited by respondents to each of the six surveys.

Primary Educational Goal
While Attending a Los Rios College
(All Respondents)

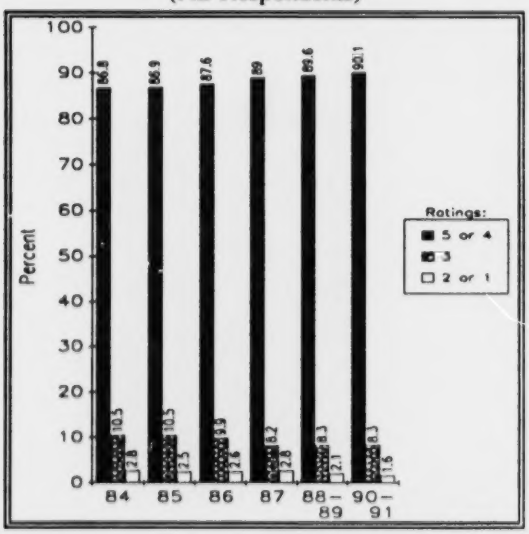


As this chart illustrates, the proportion of University Transfer students increased steadily (from 29% to almost 43%) between 1984 and 1991, while interest in both Occupational Preparation and Occupational Retraining declined (from 40% to 25.5% and from 21% to 13%, respectively). Those who enrolled for Personal Interest reasons increased from around 10% to almost 19% during the same time period.

Satisfaction with Educational Experience

Students were invited to rate various aspects of their college experience, using a five-point Likert scale (5 = highest rating). Characteristics to be rated included courses in their major field of study, college services used, general satisfaction with their educational experience, usefulness of their training in performing their job, and value of their college courses as preparation for continuing their education. Ratings were consistently high on almost all measures in 1984 and improved steadily over the eight-year period, both overall and for each response group.

Ratings of Satisfaction With Educational Experience
(All Respondents)



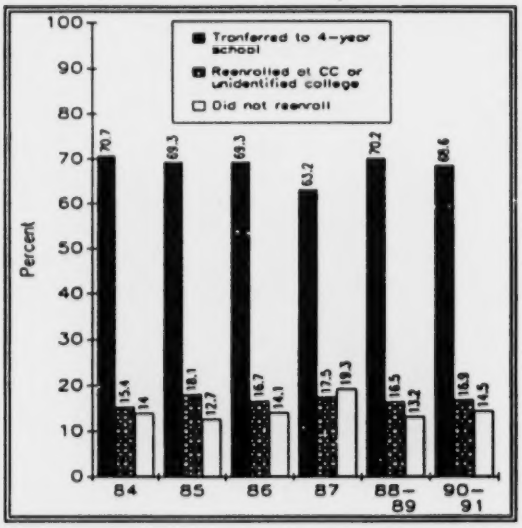
As shown above, student satisfaction with their educational experience in Los Rios was high in all the surveys: the percentage giving the highest highest ratings (4 or 5) increased slightly from 87% in 1984 to more than 90% in 1991.

Educational Goal: University Transfer

As stated earlier, the University Transfer group increased in size from 29% in 1984 to 43% in 1991--from slightly over one-fourth to almost half of all respondents. This group included an increasing majority of women (58% in 1984; 65% in 1991), was consistently younger than the other "EdGoal" groups (average age, 27 in 1984; 28.6 in 1991), and had the highest percentage of minorities (26% in 1984; 33% in 1991).

One of the most important findings of this series of follow-up studies is that approximately 70% of those who enrolled primarily to earn university transfer credit had actually enrolled in a four-year school by the time of each survey (usually about one year after leaving Los Rios).

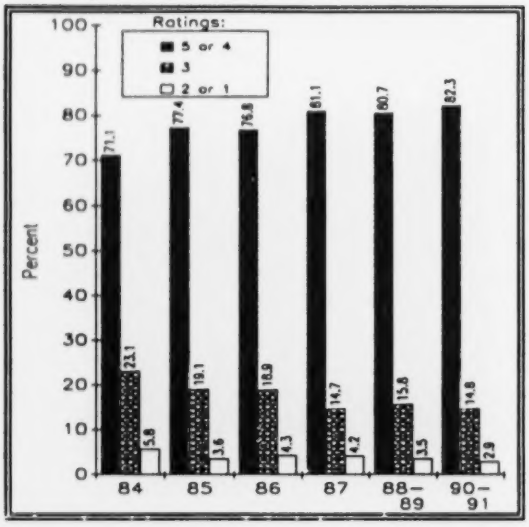
Educational Status
(Student Goal = University Transfer)



As shown above, 17% were still pursuing their goal at a community college or other institution, while only about 13% of the University Transfer group had not continued their education after leaving Los Rios. This is an exciting indicator of our colleges' transfer effectiveness.

Another such indicator is the high ratings given by students who transferred to four-year schools when asked how well their community college courses prepared them for continuing their education, as shown in the next chart.

Rating of Community College Courses as Preparation for Continuing Education
(Transfers to Four-Year Schools)



As shown above, ratings of 4 or 5 increased from 71% in 1984 to more than 82% in 1991, reflecting increasing student satisfaction with Los Rios colleges.

Educational Goals: Occupational Preparation/Retraining

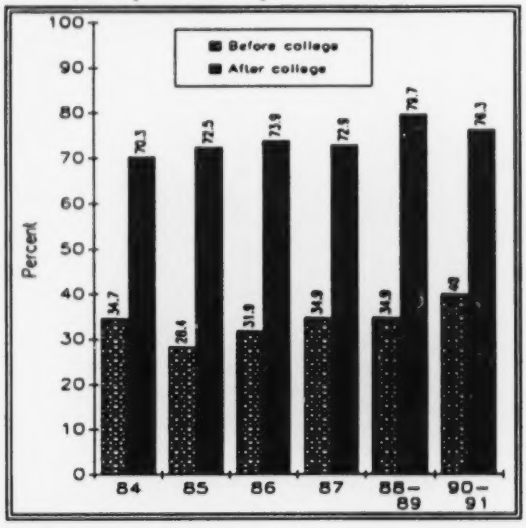
As stated earlier, the proportion of students who said they enrolled in college for occupational reasons declined substantially between 1984 and 1991: those preparing for a new job dropped from 40% to 25.5%, while those seeking to upgrade their job skills fell from 21% to 13%.

Although their educational goals were related, the demographic profiles of these two groups were different. The Occupational Preparation group included an increasing majority of females (59% in 1984; 63.5% in 1991). The percentage of ethnic minorities in this group fluctuated during the eight-year period, increasing slightly overall from 23% to 24.5%, while the group's average age increased steadily from 30 in 1984 to 35 in 1991.

The percentage of females in the Occupational Retraining group fluctuated between 46% and 55% in the various surveys, but averaged just over 50% overall. The percentage of ethnic minorities in this group also varied considerably (from 15% to 27%) with no particular trend, while the group's average age increased slightly from 36.5 to 39 over the eight-year period.

Three-fourths of the Occupational Preparation students were employed in a field related to their college courses at the time they were surveyed, while only one-third had worked in that field prior to enrolling—a substantial increase of around 40 percentage points.

Employed in Related Field
(Occupational Preparation Students)

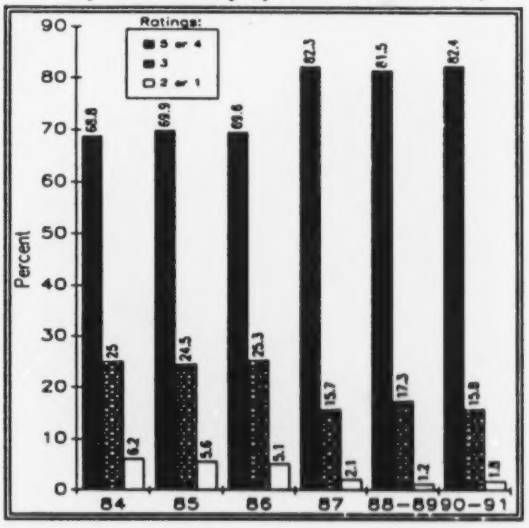


In addition, 56% of this group reported that their college training had helped them get a job, 35% said it helped them to perform their job, and 35% said it helped them advance in their careers.

Almost 85% of the Occupational Retraining students were employed in a field related to their training, compared to 77% before they enrolled. This group also indicated that their community college courses had helped them obtain, perform, and advance in their jobs.

Ratings of occupational training in Los Rios showed consistent improvement over the eight years. As shown in the following chart, ratings of 4 or 5 were given by 69% of the 1984 respondents who were employed in jobs related to their college courses; the percentage giving these ratings increased steadily to 82% by 1991.

Rating of Training as to Its Usefulness on the Job
(Respondents Employed in Related Field)



These figures reflect the students' increased satisfaction with the occupational training they received at their Los Rios college.

Nonreturning Nongraduates

For each study, the responses of all nonreturning nongraduates (NRSs) were analyzed to determine what their educational goals had been, why they left without earning a degree or certificate, and how satisfied they were with their Los Rios educational experience.

The majority of NRSs had enrolled to acquire or upgrade their job skills, not surprising since their inclusion in the surveys was based on their completion of an advanced occupational course. It is interesting, however, that the percentage with occupational goals fell from almost 75% in 1984 to 57% in 1991. During the same period, those interested in university transfer increased from 11% to 15% while those enrolling for personal interest reasons grew from 15% to 29%.

When asked their reason for not reenrolling, 35% of the NRSs indicated they had completed the courses they desired and 25% cited personal or family reasons. Dissatisfaction with several characteristics over which the colleges have some control (quality of instruction, course content, grades, or the cost of community college education, combined) accounted for less than 5% of the reasons cited. However, the percentage of NRSs who marked "availability of courses" as their primary reason for not reenrolling was 7% in 1985 and grew to 13% in 1991, reflecting the cutback in course offerings the colleges have had to make during recent years. Around half of this group said their educational goal required taking only selected courses, and 40% said their goal was fully completed.

Overall, about 40% of the NRSs had reenrolled in college by the time they were surveyed (around 12% at a four-year university and 29% at a community college or an unidentified school), and 72% plan to take additional courses at the same college again in the future. Clearly, these students had only "stopped out," rather than "dropping out" in the negative sense.

And finally, when asked to rate their satisfaction with their educational experience at Los Rios, 86% of the NRSs gave the highest ratings of 4 or 5. Clearly, these "nonreturning nongraduates" have found their own success.

More Information

A complete report of the Spring 1991 survey, with the results disaggregated by program and by college, has been published. An Executive Summary of the study is available upon request to the district's Office of Planning and Research.

For further information, please call:

Office of Planning and Research
Janis Cox Jones, Director
Beth S. Lee, Ed.D., Author
(916) 568-3091

Los Rios Community College District
1919 Spanos Court
Sacramento, CA 95825

March 1991

LRCCD91/LEE

FOR COLLEGE USE ONLY

Los Rios Community College District

College Code ☐☐☐☐ | Date Mo. ☐☐ Yr. ☐☐

Completion Code ☐ | TOP Code ☐☐☐☐☐☐

Major Code ☐☐☐☐ | Target Pop. Code: ☐ HNCP ☐ LEP ☐ DAVT ☐ | Special Code ☐

SACRAMENTO CITY COLLEGE
3835 Freeport Boulevard
Sacramento, CA 95822

PROJECT FOLLOW-UP

[ ]

Please make corrections to the information above if necessary.

Note: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW

SECTION A — EVERYONE SHOULD ANSWER THIS SECTION.

Please respond below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major (at our college)_____

SEX	ETHNIC GROUP	AGE GROUP
☐ Male	☐ American Indian or Alaskan Native	☐ 16-19
☐ Female	☐ Asian or Pacific Islander	☐ 20-24
	☐ Black, not of Hispanic origin	☐ 25-29
	☐ Filipino	☐ 30-34
	☐ Hispanic	☐ 35-44
	☐ White, not of Hispanic origin	☐ 45-54
	☐ Nonresident Alien	☐ 55-64
		☐ 65 or +

1 What was your PRIMARY objective in attending our college?
- ☐ Improvement of existing job skills
- ☐ Preparation for job to be obtained
- ☐ University transfer credit
- ☐ Personal interest
- ☐ Other (describe)_____

2 To what extent has this objective been completed?
- ☐ Fully completed
- ☐ Partially completed
- ☐ Not completed

3 Do you plan to pursue this objective further?
- ☐ Yes: Where? →
  - ☐ At our college
  - ☐ At another two-year college
  - ☐ At a four-year university
  - ☐ Other (describe)_____
- ☐ No

4 How much education is (or was) required to accomplish your educational objective at our college? (Check one)
- ☐ Selected courses
- ☐ Certificate program
- ☐ Two-year associate degree program
- ☐ Other (describe)_____

5 What was your PRIMARY reason for not reenrolling at our college this semester? (Check only most important reason.)
- ☐ Completed associate degree or certificate
- ☐ Completed desired courses
- ☐ Transferred to another college
- ☐ Found or seeking employment
- ☐ Job hours conflict with school
- ☐ Moved out of area/Transportation problems
- ☐ College was too expensive
- ☐ Availability of courses
- ☐ Grade problems
- ☐ Dissatisfied with quality of instruction
- ☐ Dissatisfied with content of courses
- ☐ Personal/family reasons not listed above
- ☐ Other (describe)_____

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6 What is your current EDUCATIONAL STATUS? (Check one)
- ☐ Currently attending school
- ☐ Not currently attending school

7 What is your current EMPLOYMENT STATUS? (Check one)
- ☐ Employed (Includes all employment, even if below your qualifications; does not include full-time military service)
- ☐ Employed (Full-time military service)
- ☐ Unemployed (Not employed, but actively seeking employment)
- ☐ Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

8 Please rate COURSES COMPLETED IN YOUR MAJOR FIELD OF STUDY as to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to Question 9.

	Very Good 1	Good 2	Avg. 3	Poor 4	Very Poor 5
Quality of instruction	☐	☐	☐	☐	☐
Grading/Testing	☐	☐	☐	☐	☐
Instructor interest	☐	☐	☐	☐	☐
Content of course(s)	☐	☐	☐	☐	☐
Instructional media	☐	☐	☐	☐	☐
Class size	☐	☐	☐	☐	☐

9 IF YOU HAVE USED ANY OF THE FOLLOWING COLLEGE SERVICES, please rate them as to how well they fulfilled your individual needs.

	Very Good 1	Good 2	Avg. 3	Poor 4	Very Poor 5
Assessment Center	☐	☐	☐	☐	☐
Child Care Center	☐	☐	☐	☐	☐
Counseling/Advisement	☐	☐	☐	☐	☐
Financial Aids	☐	☐	☐	☐	☐
Health Center	☐	☐	☐	☐	☐
Job placement services	☐	☐	☐	☐	☐
Learning Center/labs	☐	☐	☐	☐	☐
Library services	☐	☐	☐	☐	☐
Services for disabled	☐	☐	☐	☐	☐
Student activities	☐	☐	☐	☐	☐
Transfer Center	☐	☐	☐	☐	☐
Tutoring services	☐	☐	☐	☐	☐
Veterans services	☐	☐	☐	☐	☐

10 Which statement best describes your feeling about your educational experience at our college?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Average
- ☐ Disappointed
- ☐ Very disappointed

OVER PLEASE!

SECTION B

IF YOU ARE CURRENTLY EMPLOYED OR IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION C.

1 Please provide the following information on your present job.

Name of Company or Firm (if self-employed, please write self.)

Company or Firm Mailing Address

City State Zip Code

Your Job Title

Your Job Duties

We periodically survey employers to help us evaluate our courses and advise us on other courses or programs which are needed. If we may contact your immediate supervisor for such a survey, please indicate:

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

2 Is this job related to the courses you have completed at our college?

- ☐ Yes, it is directly or closely related
- ☐ No, it is only remotely related or not related at all

3 If your occupational area IS NOT related to the courses you have completed at our college, please check each reason which applies. If occupational area IS related to courses completed, you may skip this question.

- ☐ Transferred to a four-year college
- ☐ Not sufficiently qualified for job in field of preparation
- ☐ Preferred to work in another field
- ☐ Found better paying job in another field
- ☐ Could not find a job in field of preparation
- ☐ Worked previously in field of preparation, but changed
- ☐ Other (describe) _____

4 What is your current salary (gross)? (Do not add in overtime.) This information, when combined with that from others in your field of study, will provide valuable help to others in career planning.

(Check one)

$_____.____ PER ☐ HOUR ☐ WEEK ☐ MONTH ☐ YEAR

5 The salary in the preceding item is based on how many hours per week employment?

_____ Hours per week

6 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

- ☐ Yes
- ☐ No

7 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

- ☐ Very good
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Very poor

8 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

- ☐ Helped to obtain job
- ☐ Helped performance on present job
- ☐ Helped advance on present job
- ☐ None of the above
- ☐ Other (describe) _____

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SECTION C

IF YOU HAVE ENROLLED IN COLLEGE SINCE LEAVING OUR COLLEGE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION D.

1 Please respond below regarding your current (or most recently attended) college.

Name of College

City and State

Major Field of Study (at college indicated above)

☐☐☐☐ TC (College Use Only) TM ☐☐☐☐

2 Did you have problems transferring to college indicated above?

- ☐ Yes; What? →
  - ☐ Transferring units
  - ☐ Transcript problems
  - ☐ Admission problems
  - ☐ Other (describe)_____
- ☐ No

3 How many units earned at our college were not accepted at the college indicated above?

- ☐ All units accepted
- ☐ 1-3 units not accepted
- ☐ 4-6 units not accepted
- ☐ 7-12 units not accepted
- ☐ More than 12 units not accepted

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

STATUS	CLASSIFICATION
☐ Part-time Student (Fewer than 12 units)	☐ Freshman
☐ Full-time Student (12 or more units)	☐ Sophomore
	☐ Junior
	☐ Senior
	☐ Graduate Student

5 How well did the courses that you completed at our college prepare you for continuing your education?

- ☐ Preparation was excellent
- ☐ Preparation was satisfactory
- ☐ Good in some areas only
- ☐ Fair, all areas could have been better
- ☐ Preparation was inadequate

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

1 Approximately how many units have you completed at our college?

- ☐ None
- ☐ .5 - 15.5
- ☐ 16 - 29.5
- ☐ 30 - 45.5
- ☐ 46 - 59.5
- ☐ 60 or more

2 How do you see the course(s) completed at our college in terms of your career plans?

- ☐ Of immediate, direct benefit
- ☐ Of long term, direct benefit
- ☐ Of indirect benefit
- ☐ Of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

- ☐ Yes What courses? _____
- ☐ No

4 We would appreciate any comments regarding how we could improve the course(s) you have completed and or services we have provided. Please use the space below (front and back) for your comments.

SPACE BELOW RESERVED FOR COMMENTS

COSUMNES RIVER COLLEGE [*Name/address label here*]

COMMUNICATIONS MEDIA: RADIO/TV PRODUCTION (1988-89, 1989-90)

Please check the bracket to the left of the title of each of the college classes that you have completed:

1 [ ] CMed 26 History of American Radio
2 [ ] CMed 50 Mass Media and Society
3 [ ] CMed 54 Basic Film/Video Camera Tech.
4 [ ] CMed 56 Radio Studio Operations
5 [ ] CMed 62 Intro to Telecommunications
6 [ ] CMed 63 Broadcast Writing/Announcing
7 [ ] CMed 64 Television Production
8 [ ] CMed 66 Intro to Radio Workshop
9 [ ] CMed 70 Multimedia Graphics
10 [ ] CMed 73 Broadcast Journalism
11 [ ] CMed 74 Advanced TV Production
12 [ ] CMed 76 Radio Workshop
13 [ ] CMed 80 Video Graphics Techniques
14 [ ] CMed 86 Automated Radio
15 [ ] Photo 1 Photography Appreciation
16 [ ] Photo 40 Elementary Photography
17 [ ] Speech 1 Speech Communication
18 [ ] Speech 2 Persuasive Speech
19 [ ] Speech 7 Voice and Diction
20 [ ]

Is your present job related to the occupational skills taught in the classes you checked?

1 [ ] Yes
2 [ ] No
3 [ ] Related to other classes? (Please list)

Many of the essential occupational skills and knowledge you may have learned through the classes you checked are listed below.

Please check the column which describes the importance of the skill or knowledge to your job. You may wish to check more than one column; check only those skills and knowledge you were taught.

Occupational Skills and Knowledge	Helped to get the job?	Helped to do the job?	Helped to advance on the job?	Not helpful in your job?
1 Knowledge of Mass Media Systems				
2 Knowledge of Radio/Television Systems				
3 Knowledge of Cable Television				
4 Knowledge of Ratings Systems				
5 Knowledge of the History of Radio/Television				
6 Knowledge of Regulation of Radio/Television and Cable				
7 Knowledge of Emerging T s				
8 Skill in Writing Comm r Radio/Television				
9 Skill in Writing New elevision				
10 Skill in Performi elevision				
11 Skill in Preparin for Television				
12 Skill in the Use o levision Camera				
13 Skill in Using Lense/Perspective to Focal Length Relationships				
14 Skill in Editing for Television				
15 Skill in Using a Switcher and Character Generator				
16 Skill in Using Audio Equipment				
17 Skill in Using a Computer with Video				
18 Skill in Directing a Radio/Television Program				
19 Skill in Producing a Radio/Television Program				
20 Work Experience in Radio/Television				

SAMPLE

Were there occupational skills you needed and were not taught? If so, please list the skills you needed:

How could the College have prepared you better for employment? Please explain:

That is all the questions; thank you for taking the trouble to complete this form.
Please mail it in the enclosed envelope; no stamp is necessary.

ERIC Clearinghouse for
Junior Colleges

JUN 19 1992